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ABSTRACT

This paper describes what occurred during a senior political science seminar when taught by two faculty members, one with and one without disabilities. Such team teaching in political science had not been done before. The study explored the issues raised during the instruction of the course when one instructor was in a wheelchair and had impaired speech and spoke with the aid of a computer. The study contended that the issues raised in the class should be relevant to everyone since many professors are perceived as having some unusual physical characteristic. The theme of the seminar was "Citizenship in the 21st Century." The evaluation of the class focused on the following: (1) in what ways was the class hindered or enhanced by the instructor's disability; (2) how can disability issues be incorporated into a political science senior seminar; and (3) how did instructor A and instructor B adapt to one another? Student interview questions, comments, and an evaluation for the seminar are included in an appendix. Contains 23 references. (EH)

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ED 391 727

Team Teaching a Senior Seminar with a Faculty Member With(out) Disabilities

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Chapman University

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Paper Prepared for delivery at the Annual Meeting of the American Political Science Association in Chicago, Illinois
August 31-September 3, 1995.

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Team Teaching a Senior Seminar with a Faculty Member With(out) Disabilities

Introduction

A common American phrase suggests that "If it walks like a duck and talks like a duck, it must be a duck". But if it can't walk at all without assistance and talks with the aid of a computer, then what? In spring of 1995 several students took a Senior Seminar class in Political Science taught by two faculty members, one with and the other without disabilities.

This paper describes what happened in the course and several of the issues raised. The fact that it is being given at all is instructive; we very seriously doubt that anyone would give a conference paper on team teaching a course with someone of a particular ethnicity, gender, or nationality. But this paper does raise issues which should be relevant to everyone because many professors are perceived as having some unusual physical characteristic. Some of us are unusually tall or short, thin or fat, or otherwise strange. Some of the issues raised may not pertain to every team teaching effort with a person with a disability. Unlike most disabled people, the person with the disability who team-taught this course was in a wheelchair, and had impaired speech.

Dr. Fred Smoller (hereafter Fred) was the nondisabled individual who taught this course. Fred specializes in American Politics and the media, and has been at Chapman since 1983. He has been Chair of the Social Science Division and of the Department of Political Science. He supervises Department Internship Programs in Washington, D.C. and in Orange County, California.

Dr. Art Blaser (hereafter Art) was the disabled individual who taught this course. Art's specialties are International Politics and Human Rights. He is also a nonpracticing lawyer. He has been teaching full time since

1979, and has been at Chapman since 1981. Art has been Chair of the Department, Division, and of the Corporate Faculty. In May of 1993 he had a brain stem stroke following a chiropractic adjustment. He returned to part-time teaching in Spring 1995, and to full-time in Fall.

Views of Disabled People

Different views of people with disabilities tie into this analysis, although they were not explicitly mentioned during the course. The first is the predominant, medical view in which people with disabilities must wait passively to be cured by experts. The second is an individual rights view whereby people with disabilities are to be accorded equal opportunities to compete with individuals without disabilities. The third is a group entitlements view whereby there is a distinct and valuable perspective of people with disabilities. Such models are used by many analysts. Shapiro, following Gerben DeJong, for instance, suggests that: "At one end is the ideal, the Independent Living Model. The consumer has control...the other extreme on the continuum,...DeJong calls the "medical model." (Shapiro, 1993: 254). Our second and third model would fall toward the "Independent Living" end of this continuum.

In political science it is probably accurate to say that the predominant view of disability issues is no view. Indeed at a national conference in law, psychology or sociology unlike one in political science, there may be panelists, caucuses, and even panels on disability issues. This may be because people with disabilities have not until recently been perceived as an important political force, and all academic disciplines tend to lag behind changes in society.

What we did, then, in team-teaching this course, was not typical in the discipline, or typical in American society. (For Callahan see Appendix A.)

During this senior seminar course one concern was to minimize the differences between Art and the rest of the class. For that reason the class sat around a small seminar table and Art transferred from his wheelchair to a standard classroom chair. At the first class he also distributed some cartoons by John Callahan on how to relate to people with disabilities (Callahan, 1989). Callahan's basic thesis is that people with disabilities are just like any other people, and will likely share common prejudices. This idea was reinforced by comments which Art made during the first class, literally as follows:

> I'm Art Blaser,and I've been at Chapman since 1981, with two years off, beginning in 1987, when I taught at the University of Notre Dame in Indiana, and a year and a half of medical leave, which I've just completed. By the way, can everybody hear the machine O.K.? As you'll notice, we will be using some different teaching technology in this course. We will enjoy an even slower speaking rate than OJ's lawyer, Robert Shapiro. Understanding me may be doubly difficult today because I am nursing a cold which has affected my voice. I will generally be using the overhead projector instead of a blackboard. I can write by hand, but it is very slow and very messy, so you would not want me to. Eventually, I hope that the text of my lectures will be projected on the screen. The real measure of this should be taken after the course: how much have I taught you about the subject matter of this course, namely, all of political science?. I'd welcome your feedback regarding this method of teaching because this is a bit unusual.

Thus Art attempted to argue that his disabilities were irrelevant to the subject matter being taught.

Society and Law.

The team-teaching of a senior seminar course involving a person with disabilities reflects major changes in American society and in the law. In society the independent living movement meant that many people who would formerly have been institutionalized became active participants and agents of change. As Joseph Shapiro pointed out: "The independent living movement endorsed psychiatry's ground-breaking emphasis on looking at the whole person, but it rejected the medical model that could view that person only as a patient, in the context of medical setting." (1993, 63).

Basic individual civil rights or group entitlements?

Some people with disabilities and some nondisabled employers began to see and treat people with disabilities as a historically disadvantaged minority group entitled to basic civil rights. By their writings, speeches and actions people like Hugh Gallagher, Donna Williams, Wade Blank, Jane Heumann, and Ed Roberts demonstrated that individuals' thoughtful work can make a difference. (see e.g. Williams, 1992; Gallagher, 1990; Heumann, 1993).

Changes in society such as the creation of a disability rights movement has helped define what the laws mean. As Caroline Gooding has noted: "The mobilizing capacity of the disability rights movement will determine the scope of the key legal concepts, such as reasonable accommodation and undue hardship..."(1994, 79).

The primary law protecting people with disabilities is the Americans with Disabilities Act of 1990, which went well beyond the Rehabilitation Act of 1973 and its amendments. It is much weaker than other civil rights legislation; as a result many people have an ambivalent attitude toward it expressed well by John Hockenberry: "I am grateful for the Americans with

Disabilities Act, which has heralded a new era of civil rights in this country. I think the Americans with Disabilities Act is the most useless, empty, unenforceable law of the last quarter-century." (1995,88)

Of particular importance are Title One of the Act, relating to employment, and Title Three, relating to public accommodations. Title One basically provides that opportunities for individuals with disabilities seeking employment should be equal with nondisabled individuals. It is thus much weaker then the last of many western European countries which call for quotas. The law also provides that work places must be accessible. Title Three of the Act deals with public accommodations including colleges and universities. There are to be adaptive resources provided which may include, but are not limited to, sign language and interpreters for the deaf or hearing impaired. Unlike other civil rights laws the "ADA" provides that if changes would cause undue hardship, they need be implemented. Thus the requirements are greater for a university with abundant financial resources then for one which is nearer bankruptcy.

Art was able to benefit from changes in society and changes in the law. The notoriety of Franklin D. Roosevelt and Stephen Hawking--even if they are not always regarded favorably by people with disabilities--created in the minds of most people that people with disabilities could make valuable contributions. The question Art faced was not if he would return to teaching, but when.

For Art, an important question was which of the many issues arising under the Americans with Disabilities Act to pursue in regard to his continued employment by the University. The Equal Employment Opportunity Commission indicates that: "reasonable accommodation is any change or adjustment to a job or work environment that permits a qualified applicant or employee with a disability to participate in the job

application process, to perform the essential functions of a job, or to enjoy benefits and privileges of employment equal to those enjoyed by employees without disabilities." (1991, 4). Unlike other Chapman faculty members, his office was in his home across the street from the campus and on which he paid rent. He did not have an accessible campus phone, mail box, or a fax. These issues he did not pursue during the spring. One issue which he did pursue was reimbursement for the notebook computer and the program which could read his lectures out loud for teaching. In February the Equal Opportunity Officer indicated that reimbursement was appropriate. It was finally received in July. Thus the University operated slowly as most Universities probably would.

Senior Seminar

Senior Seminar is the capstone course in the political science, peace studies, and legal studies majors.[1] The course's primary goal is to have the students reflect on the classes they have taken and the political experiences they have had outside of the classroom (such as overseas study, internships, field trips, political activities, guest speakers) and integrate this material in a manner that is personally meaningful and useful. A second aim is to further develop oral, writing, and analytical skills. This is done through discussions, debates and extensive reading and writing assignments. A final goal is to help students figure out what they want to do after graduation so that they can enter the job market or professional school as confident, focused, and mature as possible.

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[1] Senior seminar me once a week for three hours.

Past Problems

Over the years the senior seminar had been taught by different faculty, but with mixed results. One of the problems faculty faced was that the more focused the course format (in terms of common readings and assignments), the less room there was for individual creativity by the students. Alternatively, a less structured format permitted greater intellectual freedom, but didn't have the structure that many of the less disciplined students required.

A second problem was that the course included majors from peace studies, legal studies, as well as political science. These students had very different expectations for the senior seminar. It was sometimes difficult to find a topic that had appealed to everyone. In the past, the bulk of the semester was spent reviewing different approaches to the study of political phenomena. Faculty gave guest lectures about their current research, discussing the problems they encountered and how those problems were resolved. This was thought to be useful because the primary goal of the course was for the students to research and write a major paper. However, many students were not as engaged in the course material as we would have liked. As a result, attendance was spotty and there were many incompletes.

A review of the senior seminar syllabi published by the American Political Science Association showed that senior seminar had been approached in a variety ways (Kahn, 1992). The use of a contemporary theme seemed most promising.

We set out to do the following:

1. develop a common substantive theme that had the widest appeal possible which focused on contemporary issues.
2. use contemporary readings from a variety of writers, including non-political scientists.
3. include as many of the political science sub-fields as possible (domestic politics, international relations, law, public policy, and political theory. comparative politics).
4. have a common reading list and comprehensive final.
5. use debates and guest speakers who would also focus on the practical problems students faced (choosing a career, getting into law school) upon graduation.
6. provide a structured and a less structured option for completing the writing assignment.

Citizenship In the 21st Century

The theme we selected (as set forth in our syllabus, See Appendix B) was "Citizenship in the 21st Century." The course focused on four questions:

1. How well is America doing?
2. What is the global economy and how will it change America?
3. What role should America play in the world?
4. What role are you going to play?

Citizenship in the 21st century is a theme that was robust enough to have widespread appeal. At the same time, it provided a unifying theme around which to organize readings, discussion topics, and guest speakers. Students could satisfy the major writing assignment by either

writing an extended research paper or a personal political philosophy (See attached syllabus).[2]

Guest Speakers and Debates

An additional aim of senior seminar was to prepare our students for the job market or professional school. Since most of our students were still unsure of what they wanted to do upon graduation, we included a guest speaker in just about each session who, in addition to their substantive presentation, addressed practical issues involved in their career choice. For example, we had the Dean of the law school talk about the role of law in society, as well as what was involved in becoming an attorney. Art spoke about his experiences in law school, application strategies, and what the LSAT and bar exam were like. A former professor in the school of education talked about global education, as well the highs and lows of his 40 year career. It was important for students to have direct exposure to these role models in an intimate setting. Since oral communication skills would be critical in the 21st century, we also had the students prepare and participate in a debate. Even though our class was very small, several of the students were very nervous about speaking in front of the class. The teaching evaluations and survey responses suggest they enjoyed this part of the class.

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[2] Students who chose the research paper had to complete all the readings, participate in classroom discussion and a debate, write a 25-30 page research paper on an approved topic related to the course theme, and take a final (open note) examination. The students who chose the personal political philosophy option had to complete all the readings, participate in classroom discussion and debate, and write four, 5-7 page papers which were based on the readings. These were turned in throughout the semester, and returned with comments. The students then revised the papers and combined them into a 20-25 page final paper, which they turned in the final week of class. They also took the final examination.

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Team Teaching Issues

This was the first time that senior seminar had been team taught. it was also the first time Art and Fred had co-taught a class. These were three of the questions that arose from our experience. To help address them, we reviewed the teaching evaluations, interviewed the University Provost, and five of the seven students.[3]

1. In what ways was the class hindered or enhanced by Art's disability?
2. How can disability issues be incorporated into a political science senior seminar?
3. How did Fred and Art adapt to one another?

1. In what ways was the class hindered or enhanced by Art's disability?

While Art's mental ability was in no way diminished by his injury, his speech was sometimes difficult to understand. The Provost said that his major concern was whether Art would be able to get the material across, and if students didn't get the same experience from Art (as they would get from a non-disabled instructor), did they have an experience that was comparable or better? This concern is compounded by the fact that many people wrongly assume that someone who has a serious physical disability is intellectually diminished as well (Callahan, 1989).

When asked whether Art's disability hindered the class, the students all said, "not at all." [4] However, some adjustment was required. When

[3] See Appendix C for student questions. The Provost's interview was a more open ended discussion.
[4] In order to solicit as candid a response as possible, Art was not present at these interviews. These conclusions were supported by the anonymous teaching evaluations.

asked if they were able to understand Art "most of the time, some of the time, not very often," the students said that the initial week or two was difficult, but then as the semester progressed, this was no longer a problem.

> *I was concerned with first being able to communicate, but not uncomfortable. I was willing to work around it, and it helped me learn.*
>
> *Art got a lot better as the semester progressed. I had to learn how to listen to him, and understand what he was trying to say. I found myself listening more intently. You have to concentrate on his physical speaking, which is something you wouldn't do with a faculty without disability. I knew it was more difficult for him to speak, so you know he had something to say when he did.*
>
> *You have this myth in America, that anyone who speaks with an accent is assumed to be less intelligent, which of course is not true. You have to teach yourself how to listen.*

Recognizing that the students may not want to give the "politically incorrect" response, we indirectly probed their perceptions of Art's ability. We asked whether Fred and Art handled the teaching responsibilities equally, how the material could be better presented, and how they thought the other students reacted to Art. In addition, we asked whether Fred and Art differed in the way they presented the material to the class. We felt these queries gave the students ample opportunity to discuss any reservations they may have had about Art's ability. Nothing in the students' responses suggested they thought Art was not fully qualified to be in the classroom. In fact, the common theme was their appreciation for his legal training, which they felt provided an important new dimension to the subject matter.

If Art's disability wasn't a liability, was it an asset?. Did the fact that Art had disabilities teach students things that they otherwise wouldn't have learned? The interviews suggested that Art's disability had a powerful affective influence. The comments suggest that the students learned to be more patient, compassionate, and tolerant.

> *What happened to Art may happen to me or to someone close to me. Also, not everyone is going to be like you, whether it is your boss, or an employee, you are going to have to work with him.*
>
> *When you are a senior in college waiting to get out of school, you do not care about anyone but yourself. But I found myself thinking, if I became disabled, would I still be able to make a meaningful contribution to society. Would my wife leave me? Society shouldn't waste someone with his teaching abilities and knowledge.*
>
> *I felt having Art helped me grow more as a person. For example, if I ran into someone with a disability I wouldn't hesitate to talk to them. I wouldn't be so inhibited, and I would treat them as an equal.*
>
> *When I first heard Professor Blaser speak, it was a bit difficult to understand him. But once I got familiar with his voice, I realized how explicit and clear his points were. This is my first and last year at Chapman, and to have had the privilege to learn from a professor such as Art is refreshing. In a way, because of his slight speech impediment, I was more attentive. I loved the class format because as a Ph.D. and lawyer, I received from Dr. Blaser some fundamental and necessary information that will help me decided what career I should pursue. Throughout the whole semester I felt challenged by him in a way that allowed me to discover my real potential.*

2. How can disability issues be incorporated into a political science senior seminar?

Art and Fred chose not to make it the focal point of the class discussion even though it arose from time to time. This is ironic because the parts of the course that involved some element of personal testimony (for example, Art talking about what law school was like; the two African American students comparing notes with the white students about how they were treated by the police; Fred' s presentation on the war in former Yugoslavia (his wife is Croatian); which generated the most stimulating discussions. Therefore, one thing we did not do but could have done would have been to describe a distinct perspective of disabled people as a group which could have been tied in with the course materials. As we review the topics and readings, we will suggest how this could have been done.

Course Content

The first part of the course focused on different views of the state of the nation. Liberals (Bartlett and Steele, 1992) focus on the growing gap between rich and poor Americans and the general demise of the middle class. The middle class has become "compressed" by declining wages and cutbacks in government programs, as well as higher taxes. For this reason, many middle class Americans have a "fear of falling" from the middle class into the working and lower classes. We read Barbara Ehrenreich's book Fear of Falling (1989) which explores the psychological state of mind of middle class America as we enter the 21st century.

We did not mention and Ehrenreich does not mention that many of the people who got poorer during the Reagan and Bush years were people with disabilities. Indeed, in 1988, only 23.4 persons with disabilities worked full time (a drop from nearly 30% in 1981) earning only 64% of what other workers did (down from 77% in 1981). In 1988, only 13.1% of women with disabilities worked full time earning 62% of what other

workers made (down from 69% in 1981). (New York Times, August 16, 1989; A22).

Social conservatives argue that government social welfare programs have done more harm than good because they make people dependent on others. This, they argue, has led to the demise of the family. An increase in crime rate and illegitimate births has been the result (Bennett, 1994). Our class could have explored what other industrialized nations do for citizens with disabilities and the impact on individual morality.

Our second book was Arthur Schlesinger Jr.'s The Disuniting of America. Arthur M. Schlesinger (1992) argues that the advent of multicultural curricula has resulted in the "disuniting of America" because a common culture, with agreed upon values, is no longer being transmitted to our children. Schlesinger does not mention and we did not mention in the course that among the groups who would have some members arguing that academia can help correct imbalances in society are people with disabilities. Indeed, in a recent best selling book Phillips Howard argues that "Rights cede control to those least likely to use them wisely, usually partisans like disabled activists who have devoted their lives to remedying their own injustices."(1994, 118). Thus in Howard's view disability activists and lawyers contribute to the disuniting of America by placing excessive demands upon the political system.

Whether this is entirely a bad thing is an important matter of discussion in political science.

As we explored ways in which to reform American politics and society, we examined the role of the law, asking whether the courts can play a constructive role in solving our problems. The third book we read was Gerald Stern's The Buffalo Creek Disaster, which focused on the efforts to receive restitution for a community that had been destroyed by a burst dam. Stern argues that part of the suffering in the mining area of

Buffalo Creek, West Virginia was psychic impairment. He points out that this would be very difficult to prove in court (Stern, 1973). And so it is with many contemporary disabilities which we know exist, but are hard to define precisely.

The second section of the class focused on the impact of the global economy, and we read Robert Reich's (1992) The Work of Nations. Reich argues that the United States no longer dominates the world economy, as it did in the 1950s and 1960s. American workers must now compete with workers from other nations who often work longer hours, for less pay, and turn out better products. Reich argues that the global economy is being transformed into an information economy in which the computer literate in the United States may play a major role. Reich does not mention and we did not mention in the course that most physical disabilities are not relevant to an information based economy, but may be highly relevant to the ability to perform routine, repetitive tasks of industrial production.

The third section of the class focused on the role of the United States in the world community. As citizens, we are often asked by our government to support wars in foreign lands. When should we fight was one of the questions we explored in this section. The class considered which of four "futures" (ranging from idealistic involvement to strict isolationist) the United States should pursue (Lindeman, 1993). It can make a big difference for people with disabilities whether the United States government emphasizes geopolitical power or the well being of every individual.

The final section of the course focused on the role that each of the students will play in the 21st century. We read Stephen Nathanson's (1992) Should We Consent to Be Governed? which discusses four views of government and public life: super patriotism, political cynicism, anarchist, and critical citizenship. Nathanson argues for the critical

citizenship perspective and cites Martin Luther King as an example of a person whose love of country did not blind him to the need for change.

The critical citizen perspective has implications for people with disabilities. For example, should people with disabilities have the same rights (right to an education, enter a building) that all other Americans enjoy? What are the barriers that prevent people with disabilities from exercising these rights to their fullest, and what strategies and tactics should be employed to bring about meaningful change (petition congress, go to court, protest in the streets)? These are the same questions the African American civil rights movements faced, and continues to grapple with. An aging population and breakthroughs in technology will mean that people with disabilities will play a more prominent role in the 21st century. What types of public policies need to be enacted to deal with these changes?

3. How did Fred and Art adapt to one another?

Fred and Art were both somewhat apprehensive about co-teaching senior seminar. Both had taught the class before, and had struggled with it. Fred was worried that the students might not accept Art, and that this would cause him additional pain, jeopardize Art's position at the university, and disrupt an already problem course. Like a "nervous host" who wants everything to go right, Fred was initially uncomfortable when there were long pauses because of a problem with Art's computer, or when he thought that the students couldn't understand what Art was saying. He soon learned to relax.

When Fred felt the students didn't understand what Art was saying, he'd ask Art to repeat his point. Since Art never showed displeasure when this was done, the students learned that it was all right to ask Art to repeat himself. Fred was also very concerned that he might dominate the

class because it was easier for him to talk and move about the class. Art and Fred would work out in advance who would do what and when so that the teaching responsibilities were equally distributed.

Fred thought that co-teaching with Art forced him to slow down and to listen more intently to what his colleague and the students had to say. He also felt that the course would not have gone as well had he taught the course by himself. For example, both Art and Fred received higher scores than the college average on their teaching evaluations (See Appendix D).

Art found that the students were more than helpful. In this course the intent was for students and professors to learn from each other. The obvious ways in which he was dependent on others may have helped in creating an interdependent learning environment. In addition, Art was forced to explain the relevance of his interest in World Affairs.

Conclusion

In general, we would both highly recommend team teaching for both procedural and substantive reasons. This may be particularly true where, as here, one of the members of the team has pronounced physical disabilities. However, team teaching may be counter productive as will be discussed below.

Team teaching may be a cost saving measure for administrators. From the view of Chapman administrators what Art and Fred each did only amounted to 35% of a course. After all, there were only seven seniors in Political Science, less than the Chapman standard of ten students per class, and there were two professors. Thus, if Art and Fred intended to get rich, they were in the wrong profession, and at the wrong University.

It is also possible that team teaching could reinforce the popular prejudice that people with disabilities are less able. This would have been the case here, but was not, since the students did not perceive Art's

role to be secondary to Fred's. We did make a point of emphasizing that both of us were involved in the composition of essay questions and of grading.

There may nevertheless be valid procedural reasons for some people with disabilities to be involved in team teaching. In our case Art's impaired speech made interaction different, and Fred could clarify points of confusion. In addition, Art required assistance in such basic tasks as using an overhead projector, or a videotape player.

Consequently, team teaching allows us to take advantage of more than one perspective. We were able to take advantage of the fact that Art specialties were in International Relations, and Fred's were in American Politics. We also noted that Art was a lawyer, and Fred was not. We did not note but could have that one of us was a person with disabilities and one was not, and this may or may have resulted in different perceptions of the political system. After all a basic adage of political science is that "Where you stand, depends on where you sit" (see, for example, Allison, 1973). And team teaching provides an ideal opportunity to find out whether this is the case.

REPORT: QFAC001A
TERM: 1952 (Spring 1995)
CALL: 0574

CHAPMAN UNIVERSITY
Faculty Evaluation Report

DATE: 05/25/95

INSTRUCTOR: 89000080 - Blaser, Art

COURSE: POSC 496 00 - Senior Seminar

	QUESTIONS	AVG	STD DEV
1.	Treated students with respect.	5.00	.00
2.	Based grades on adequate number of tests, assignments or projects.	4.71	.45
3.	Encouraged student participation by means of discussion, and/or other class activities.	4.71	.45
4.	Showed interest in students.	4.57	.73
5.	Was enthusiastic about the subject.	4.71	.45
6.	Was clear about the basis for grading at the beginning of the semester or term.	4.57	.49
7.	Provided helpful feedback throughout the term or semester.	4.86	.35
8.	Was prompt in grading projects, assignments, and tests.	4.71	.45
9.	Was available for help outside of class.	4.86	.35
10.	Planned each class session well.	4.86	.35
11.	Gave assignments which helped me learn.	4.86	.35
12.	Rarely cancelled class or shortened class meetings.	4.86	.35
13.	Made the class challenging.	4.86	.35
14.	Stimulated my interest in the subject.	4.71	.70
		4.78	.42

Total Students Responding: 7
Total Students Registered: 7

Art Blaser
POSC 496.00

Spring 1995
Senior Seminar

Art is a very helpful teacher. he cares a great deal @ the students. he is a man with a lot of great knowledge and insights which has had a great impact on me. I believe he completely capable of continuing his teacher career.

I really enjoyed the Seminar, It helped to expand my knowledge of government. I feel that all students should be required to take this class.

With the co-teaching of Dr. Smoller it was esier for Art's ideas to be brought & presented to the class!

Art Blaser is still capable of teaching students. he has a wealth of knowledge and is learning to adjust to his handicaps and will continue to be an asset to Chapman

Art Blaser is a terrific professor. He has great ideas and questions that helped me sort out what I was thinking. He was always there to answer our questions and he gave me wonderful feedback on the papers that I wrote. That feedback not only encouraged me but it made me think about the subject clearly and to elaborate on the subjects.

When I first heard Professor Blaser spoke, it was a bit difficult to understand him. But once I got familiar with his voice by increasing my caring sesitivity I realized how explicit and clear his points were. This is my first and last year at Chapman, and to have the privilege to learn from a professor such as Art was more refreshing than a breath of fresh air. in a way because of his slight speech impedement I was more attentive than if he were not. I loved the class format because as PhD and lawyer, I received from Professor Blaser some fundamental and necessary outlook and lectures that help me decide what career I should persue. Throughout the whole semester I felt challenged by him in a way that allow me to discover my real potential.

Was a good an punctul Instructor. and resputed the personal thoughts of the individual students

Comments typed as written

Fred Smoller
POSC 496 00

Spring 1994
Senior Seminar

1. Fred is a good teacher but he does not plan the daily schedule well. He also shows a great deal of favoritism for various students and he shows a negative attitude for those he does not like. Having a final for senior seminar should not be a requirement.

2. Professor Smoller is demanding but fair. As a foreigner I value enormously his criticism. With his high expectations and highly informed intellectual lectures, I am fortunate to have him as a Teacher. And although I was apprehensive about a 3 hour class, This class would not have been so diverse if it were for less time. The reading was overwhelming but very educative. I really enjoy doing a presentation and feeling pressured on the podium.

3. Showing good productive skills.

4. This class was very instrumental in helping me understand the basic concepts o/ government. This seminar should be mandatory for all Bachelor Programs in Legal Studies, Political Science etc. Thanks for the help!

5. Fred Smoller did a great job w/ Senior Seminar. He and Art Blaser complemented one another very well. Fred is extremely enthusiastic and is an asset to the Chapman faculty.

6. I thought that the class went very well, that the professor taught us well and gave us wonderful ideas to contemplate.

Comments typed exactly as written.

APPENDIX D
Student Evaluations

REPORT: QFAC001A
TERM: 1952 (Spring 1995)
CALL: 0574

CHAPMAN UNIVERSITY
Faculty Evaluation Report

DATE: 06/07/95

INSTRUCTOR: 89000815 - Smoller, Fred

COURSE: POSC 496 00 - Senior Seminar

	QUESTIONS	AVG	STD DEV
1.	Treated students with respect.	4.50	.76
2.	Based grades on adequate number of tests, assignments or projects.	4.33	.47
3.	Encouraged student participation by means of discussion, and/or other class activities.	4.67	.47
4.	Showed interest in students.	4.17	.90
5.	Was enthusiastic about the subject.	4.33	.75
6.	Was clear about the basis for grading at the beginning of the semester or term.	4.17	.69
7.	Provided helpful feedback throughout the term or semester.	4.33	.75
8.	Was prompt in grading projects, assignments, and tests.	4.40	.49
9.	Was available for help outside of class.	4.80	.40
10.	Planned each class session well.	4.33	.75
11.	Gave assignments which helped me learn.	4.67	.47
12.	Rarely cancelled class or shortened class meetings.	4.83	.37
13.	Made the class challenging.	4.67	.47
14.	Stimulated my interest in the subject.	4.67	.47
	Total Students Responding: 6 Total Students Registered: 7	4.49	.59

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Appendix C
Student Interview Questions

1. Have you ever had a sustained exposure to a person with a major disability? Who?

2. Were you aware of the fact that one of faculty members had disabilities prior to enrolling in the classs?

3. Did the fact that one of the faculty members had disabilies alter the learning environment? If so, how?

4. In what ways did it hinder your learning experience?

5. In what ways, if any, did it enhance your learning experience?

6. Were you able to understand Dr. Blaser--most of the time, some of the time, not very often?

7. What steps do you think could be taken next time this class is offered by Professors Blaser and Smoller to improve the way material is presented?

8. In what ways do you think this course was different than other classes you've taken?

9. Did Dr. Blaser and Dr. Smoller's teaching styles differ? How?

10. Were their other differences between Dr. Blaser and Dr. Smoller as presenters of material to the class?

11. How do you think the other students responded to Dr. Blaser?

12. What did you see as Dr. Smoller's relationship with Dr. Blaser?

13. Would you say the classroom responsibilities were handled more or less evenly by Dr. Blaser and Dr. Smoller?

14. What are the advantages and disadvantages to the course being team taught? Do you think senior seminar would be better if just one of the professors taught the class by himself?

15. Did you find that you, or other students that you knew, had to adapt to Art's disability? Did you find that Dr. Smoller adapted his teaching style?

16. Were there other things about the class or Drs. Blaser and Smoller that you would like to comment about?

Lindeman, et. al. The Role of the United States in a Changing World. (all)

Council on Foreign Relations, Agenda '95. Foreign Affairs (selected articles)

Debate #4 Resolved: The United States is too involved in world affairs.
Paper #3 Due April 26

Part IV. What role are you going to play? (about 2 sessions)

Nathanson Should We Consent to Be Governed? Wadsworth, 1992.

Debate #5 Resolved: "My country right or wrong" is a political stance that people should take.

Paper #4 Due May 9
Final Paper Due May 9
Final Examination

2. Lateness. Please be on time to class. We have just a short time together each session. Interruptions undermine the quality of the classroom experience for everyone.

3. As per the college catalogue (p. 34), absences exceeding 20 percent will result in an F or NP.

D. Grading

The course grade will be determined by the following formula:

A. Participation	20 Percent
B. Debate	10 Percent
C. Major Paper	50 Percent
D. Final Examination	20 Percent

E. Lectures and Reading Assignments

Prologue: Introduction and Overview (1 session)

Part I: How well is America doing? (about 5 sessions)

Barbara Ehrenreich. Fear of Falling: The Inner Life of the Middle Class. Pantheon Books. 1989.

Arthur Schlesinger, Jr. The Disuniting of America. Norton. 1991

Gerald Stern. The Buffalo Creek Disaster. Random House,1976.

Debate #1: Resolved: America is in decline. (Yes or No?)
Debate #2: Resolved: The Courts can play a constructive role in solving our problems.

Paper #1 Due Mar 8

Part II: What is the global economy and how will it change America? (about 3 sessions)

Robert Reich, The Work of Nations Vintage Books, 1992(all)

Debate #3 Resolved: The United States will benefit from a world economy.
Paper #2 April 5

Part III. What role should the United States play in world affairs? (about 4 sessions)

Option #1: Personal Political Philosophy
1. Complete all readings.
2. Participate in classroom discussions.
3. Participate in a Debate in front of the entire class.
4. Write four, five page papers which are based on the readings.
5. Write a final (25-30 page) personal political philosophy which will be derived from the four short papers, and supplemented by some additional readings.
6. Take a final Examination

Option #2: Research Paper
1. Complete all readings.
2. Participate in classroom discussions.
3. Participate in a Debate in front of the entire class.
4. Write a 25-30 page research paper on an approved topic, drafts of which will be handed in during the course of the semester.
5. Take a final examination.

Readings: The following books are available at the Chapman University bookstore:

1. Arthur Schlesinger, Jr. The Disuniting of America. Norton. 1991

2. Barbara Ehrenreich. Fear of Falling: The Inner Life of the Middle Class. Pantheon Books. 1989.

3. Robert Reich. The Work of Nations. Vintage Books. 1992

4. Mark Lindeman. The Role of the United States in a Changing World Dushkin. 1993

5. Gerald Stern. The Buffalo Creek Disaster. Random House 1976.

6. Stephen Nathanson. Should We Consent to Be Governed? Wadsworth. 1992

7. Council on Foreign Relations Agenda '95.

C. Further Ground Rules

1. No paper will be accepted after the day on which it is due. No makeup exams will be given unless arrangement has been made at least one class in advance or unless supporting documentation proves beyond doubt that your absence could not have been avoided.

APPENDIX B

Citizenship in the 21st Century

Political Science 496
Senior Seminar
Spring 1995

Dr. Arthur W. Blaser
Phone: 997-6612
Office Hours: Tuesdays 10-4
445 North Center Street

Dr. Fred Smoller
Phone: 997-6610
Office Hours: T, TR, F 3-5.
Roosevelt Hall 221

A. Introduction

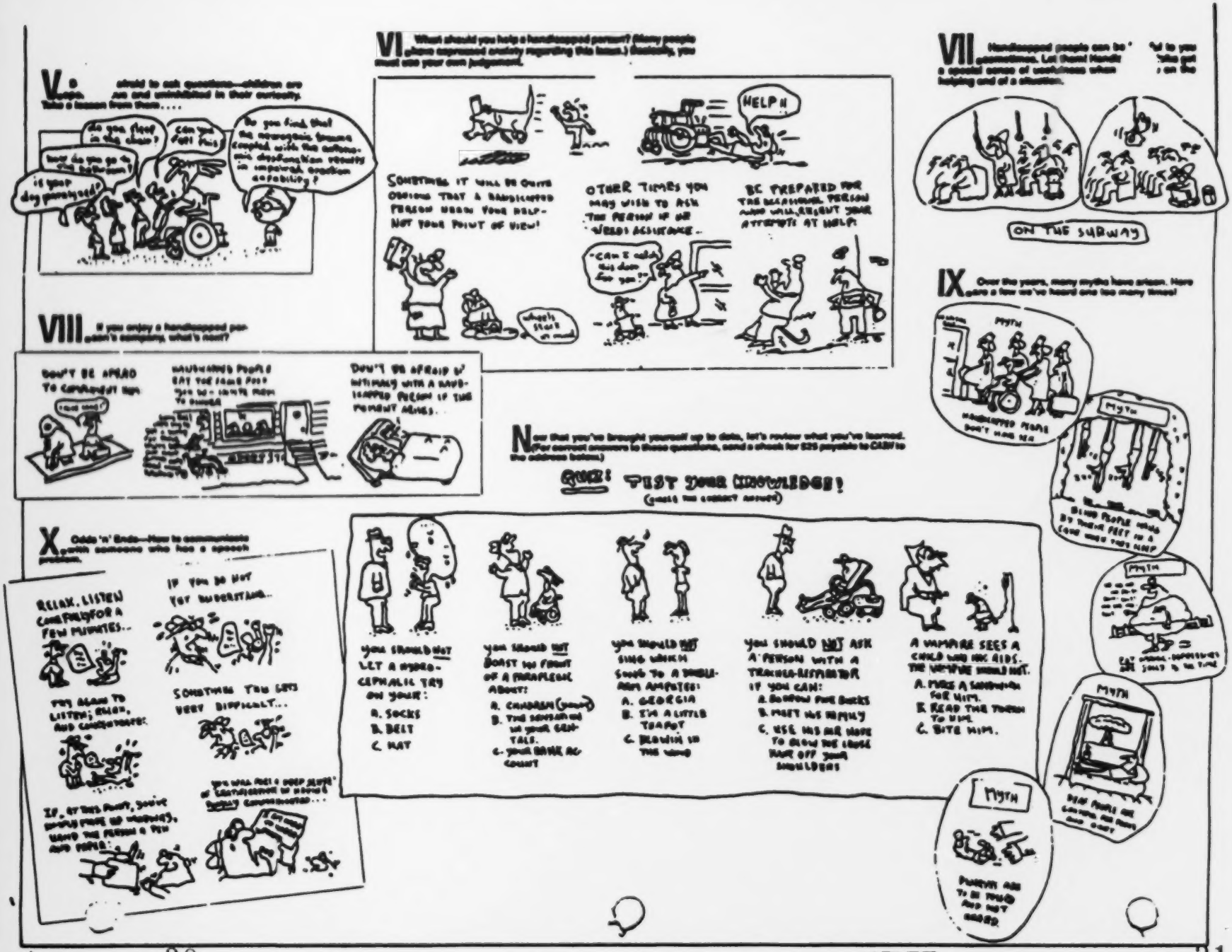
Senior seminar will be the culmination of your coursework in political science, legal studies, or peace studies at Chapman University. You will have the opportunity to reflect on the courses you have taken and the political experiences that you have had outside the classroom (i.e., overseas study, internships, field trips, political activities, guest speakers.

The aim of senior seminar is to help you integrate the knowledge you have acquired in a manner that meaningful and useful. A second aim is to further develop your oral, writing, and analytical skills. Doing so will help prepare you for citizenship in the 21st century, the job market, and, if you choose, professional school.

The turn of the century is only five short years away. As citizens of the United States in the 21st century you will be confronted with a number of important questions. Four of these will form the basis of this course:

1. How well is America doing?
2. What is the global economy and how will it change America?
3. What role should America play in the world?
4. What role are you going to play? What should America's priorities be?

B. Requirements: Students may elect one of two options for completing the requirements for this course.


V.
Do you float in the ocean?
Can you fall fast?
How do you go to the bathroom?
Is your dog green-eyed?
Do you find that the nervousness becomes coupled with the extreme disfunction results in impaired creative capability?
VI. What should you help a handicapped person? (Many people have expressed anxiety regarding this issue.) Eventually, you must use your own judgement.
HELP!
SOMETIMES IT WILL BE QUITE OBVIOUS THAT A HANDICAPPED PERSON NEEDS YOUR HELP - NOT YOUR POINT OF VIEW!
OTHER TIMES YOU MAY WISH TO ASK THE PERSON IF HE NEEDS ASSISTANCE..
"Can I help you down the door for you?"
BE PREPARED FOR THE MARGINAL PERSON WHO WILL RESENT YOUR ATTEMPTS AT HELP!
VII. Handicapped people can be ... at times. Let them handle ... a special sense of usefulness when ... helping end of a situation.
ON THE SUBWAY
VIII. If you enjoy a handicapped person's company, what's next?
DON'T BE AFRAID TO COMPLIMENT HIM
HANDICAPPED PEOPLE EAT THE SAME FOOD YOU DO - SOMETIMES MORE SO
DON'T BE AFRAID OF INTIMACY WITH A HANDICAPPED PERSON IF THE MOMENT ARISES.
IX. Over the years, many myths have arisen. Here are a few we've heard one too many times!
MYTH
HANDICAPPED PEOPLE DON'T MAKE LOVE
MYTH
BLIND PEOPLE HEAR BY THEIR FEET SO A LOUD MOUTH HELPS
MYTH
MYTH
DEAF PEOPLE ARE LAZY, NO MORE, NO LESS
MYTH
PARENTS ARE TO BE TOLD AND NOT ASKED
Now that you've brought yourself up to date, let's review what you've learned. (For correct answers to these questions, send a check for $25 payable to CASH to the address below.)
QUIZ! TEST YOUR KNOWLEDGE! (guess the correct answer)
You SHOULD NOT LET A HYDROCEPHALIC TRY ON YOUR:
A. SOCKS
B. BELT
C. HAT
You should NOT BOAST IN FRONT OF A PARAPLEGIC ABOUT:
A. CHILDREN (yours)
B. THE SOUVENIR IN YOUR GRIZTALS.
C. YOUR BANK ACCOUNT
You SHOULD NOT SING WHEN SPOKEN TO A DOUBLE AMPUTEE:
A. GEORGIA
B. I'M A LITTLE TEAPOT
C. BRAWLIN IS THE WIND
You SHOULD NOT ASK A PERSON WITH A TRACHEA-DISSECTOR IF YOU CAN:
A. BORROW FIVE BUCKS
B. MEET HIS MOMMY
C. USE HIS AIR HOSE TO BLOW THE LEAVES RIGHT OFF YOUR SHOULDERS
A VAMPIRE SEES A CHILD WITH HIV AIDS. THE VAMPIRE SHOULD NOT.
A. PIERCE A SACRAMENTAL FOR HIM.
B. READ THE TAROT TO HIM.
C. BITE HIM.
X. Odds 'n' Ends—How to communicate with someone who has a speech problem.
RELAX. LISTEN CAREFULLY FOR A FEW MINUTES..
IF YOU DO NOT YET UNDERSTAND..
SOMETIMES THIS GETS VERY DIFFICULT...
YOU WILL FEEL A DEEP SENSE OF SATISFACTION IN HAVING SUCCESSFULLY COMMUNICATED...
IF, AT THIS POINT, SOMEONE SIMPLY PUTS HIS HANDICAP, LEAVES THE PERSON A PEN AND PAPER.

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JOHN CALLAHAN

HOW to RELATE to HANDICAPPED PEOPLE

I. In the past, handicapped people weren't on issue because they weren't seen around much. They were "shut-ins."

II. Today, handicapped people are more visible than ever. Yet people are often still uncomfortable around them. In an attempt to be appropriate, people tend to overcompensate.

III. The first thing to realize is that the handicapped are just like you or me!

IV. The correct way to approach a handicapped person.

APPENDIX A
Callahan Cartoons

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